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ABSTRACT

The history of adult education and training in South Africa is a story of the simultaneous and sometimes conflicting activities of three major actors: organizations of civil society, the state, and capital. Organizations of civil society have led many activities in response to social class, race, and gender inequalities. Strongly motivated within particular ideological frameworks, these activities have been mainly of an informal or nonformal kind within different social movements. Since 1910, the various governments have invested minimally in adult education. Few sustained investments have followed the recognition adult education gained after World War II; in early 1980, in the aftermath of the school students' revolt which started in Soweto in 1976, and the transition to a democratic government in 1994. Within the economy, adult education and training have never been supported strongly; incentives to encourage spending on training the workforce have been few. A major strand of adult education throughout its history in South Africa relates to adult literacy and school equivalency for adults. Progression of this strand of activity is intertwined with economic, political, and social developments. A vibrant nongovernmental organizational literacy movement has struggled against enormous odds and has developed creative methodological and curricula innovations. A number of commercial literacy organizations have developed in the last two decades and are active in some major corporations. (Activities are listed by year. Contains 12 references. (YLB)

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A SELECTED CHRONOLOGY FROM 1910 TO 1995

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ADULT EDUCATION & TRAINING IN SOUTH AFRICA

A SELECTED CHRONOLOGY FROM 1910 TO 1995

BY
CATHY GUSH
AND
SHIRLEY WALTERS

OCTOBER 1995

ISBN 1-86008-270-9

ACKNOWLEDGEMENTS

The impetus for this work came from two quarters. The one was a request from Professor James Draper, of the Ontario Institute for the Study of Education at the University of Toronto in Canada, who has been compiling an international chronology of adult education events. The second arose from the need to teach the Centre for Adult and Continuing Education (CACE) students of the Advanced Diploma for Educators of Adults about the historical context in which they are currently practising.

To be able to meet the deadline set by Professor Draper, I obtained the services of Cathy Gush who worked with me. The first draft of the chronology was used by the CACE students. They worked with it in creative ways which highlighted its potential usefulness as an educational aid. In the introduction, we have included the questions given to the students as part of the teaching activity, in the hope that they may inspire other students of adult education and training to undertake historical research.

There are few systematic studies of the history of adult education and training in South Africa. Over the years, CACE has been concerned with capturing the contemporary history of social movements – especially in the Western Cape. CACE staff, particularly

Roy Crowder and Beverly Thaver, have also found innovative ways of bringing the history of adult education in South Africa to life for students. This publication is another example of CACE's efforts to do this.

This chronology is very limited. It does not reflect the richness of adult educational activity that is an inevitable part of the turbulent history of South Africa. It also expresses the regional bias of the authors who are located in Cape Town. Neither time nor resources allowed for systematic and thorough groundwork to be done to ensure greater representation. We are very appreciative of the rapid responses that we did receive to the first draft from key adult educators in different parts of the country.

This chronology is a small contribution to an exciting historical project which is waiting to be done. We offer it as part of CACE's tenth birthday celebrations.

PROFESSOR SHIRLEY WALTERS
Director: CACE

September 1995

INTRODUCTION

BY SHIRLEY WALTERS

Adult education and training in South Africa have been shaped very directly by colonialism, capitalism and apartheid. The major actors within the history are organisations of civil society, the State, and capital. The history is like a plaited rope of simultaneous activities – often in direct conflict with one another – being driven by different social, political and economic interests.

Much of the adult educational activity has been in response to social class, race and gender inequalities, and has been led by organisations of civil society including trade unions, tertiary education institutions, political organisations, non-governmental organisations (NGOs), religious groupings and community-based organisations. It has been strongly motivated within particular ideological frameworks – for example, by the Communist Party of South Africa during the 1920s and 1930s, and by the Christian missionaries who set up literacy NGOs during the 1950s. It has been mainly of an informal or non-formal kind within different social movements.

Since 1910, the various governments invested minimally in adult education. At times of major political, social or economic crises, the importance of adult education has gained some recognition but few

sustained investments have been made in it. To illustrate this, I offer three examples.

Example One: There was a significant spurt of interest in adult education after World War II, when the Eybers Commission made enlightened recommendations which, however, were only partially implemented. The adult education policies that were implemented were within the racially segregated policy of apartheid, which became official policy with the new government of 1948. The white, Afrikaner-dominated government supported the upliftment particularly of poor white people. Adult education for black people was systematically discouraged and resistance to the government was suppressed viciously.

Example Two: In early 1980, in the aftermath of the school students' revolt which started in Soweto in 1976, another major education commission – the De Lange Commission – recommended that non-formal education be recognised as an important part of the education system. Little was done to implement these recommendations.

Example Three: In 1994, with the transition to a democratic government, adult education was highlighted particularly in relation to redress for black people, economic development and the growth of a democratic culture. While the field is given rhetorical support by the government, at this stage there are few State resources allocated for it.

Within the economy, adult education and training have never been supported strongly. Incentives to encourage spending on training the work-force have been few. For many decades, as the industrialisation of the economy has occurred, the need for skilled people has been

met by the importation of skilled white immigrants from Europe, requiring little investment in education and training by companies. During the 1980s, because of economic need and pressure from the trade unions, adult education and training have gained in prominence at the workplace. During the 1990s, several trade unions have had education and training demands as part of their negotiations with employers. The major trade union federation, the Congress of South African Trade Unions, has given important leadership in the shaping of policy debates during the early 1990s.

Some of the tertiary education institutions, particularly the English-speaking universities, established public education programmes from early on this century. This was based largely on British university experience. In addition, at these universities over the years some of the students expressed social or political concern by supporting adult education programmes for disadvantaged black people. During the 1980s, the professional education of adult educators and trainers became a focus of activity for five of the universities, including two historically black universities. Certain tertiary institutions have provided important support for adult education in terms of assisting social movements and the professionalisation of the field.

A major strand of adult education represented in the chronology relates to adult literacy and school equivalency for adults. This may be because 'adult education' is often most strongly equated with 'literacy'. The chronology reflects contestation and progression of this strand of activity and demonstrates how intertwined it is with economic, political and social developments. The government between the 1950s and the early 1980s systematically shut down any attempts to educate black adults. It harassed learners and teachers through legislation of various kinds, banning orders, and a vast array of repressive mechanisms. A vibrant NGO literacy movement has struggled against enormous odds and has developed creative

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methodological and curricula innovations which are contributing to the shaping of a national system of adult basic education in the 1990s: A number of commercial literacy organisations have also developed in the last two decades and are active in some major corporations.

The limitations of this chronology are far-reaching. The work reflects the underdevelopment of historical work in the field. The events that are mentioned, particularly in earlier years, are only those which have been recorded in the literature. Because of the classed, raced and gendered nature of the literature, inevitably the bias is toward middle-class, urban-based, white people's (particularly men's) activities. A great deal of original research is required to do justice to the complex texture of the history that is so closely bound up with the majority of women's and men's daily experiences of survival. A very crucial part of the history of South African adult education that is omitted is that within the liberation movements, particularly under extremely harsh conditions in exile.

QUESTIONS TO PONDER AS YOU STUDY THE CHRONOLOGY

1. Can you identify any major omissions in the chronology?

2. Identify and describe the kinds of Adult Education and Training (AET) activities and the bodies/organisations involved. Are there any observable patterns as to who is involved and what AET has developed at different times in the history?

3. Speculate as to what social, political or economic forces may have contributed to AET developments at particular times. What social purposes were the AET activities fulfilling?

4. Identify what you think are the critical turning points in the development of AET policy. How do you understand these?

5. What further questions should we be asking in order to develop a fuller understanding of AET history in South Africa?

6. What are the three most prominent observations you have about the history of AET in South Africa from studying this chronology?

Please contact CACE with any observations, additional information or insights that could contribute to a more elaborated chronology in the future.

THANK YOU.

ADULT EDUCATION AND TRAINING IN SOUTH AFRICA FROM 1910 TO 1995

1910

Union of South Africa.

The first 30 extension lectures are delivered by University of Cape Town professors in the greater Cape Town area, organised by the Extension Committee of the university.

1912

The African National Congress is formed.

1915

The International Socialist League is formed. (In 1921, it was reconstituted as the Communist Party of South Africa.) It initially directs its activities towards skilled white workers, but organisation is

extended to include black workers and some night-school activity begins around 1919.

The Workers Educational Association begins activities in Johannesburg, Durban and elsewhere. Its aim is to further the general education of the worker in industry and commerce by providing formal instruction in certain subjects. It is for white people.

1924

In a drive against illiteracy, the Communist Party of South Africa (CPSA) night-school is formally established on the Witwatersrand and a number of potential black leaders and CPSA organisers are recruited and trained. It focuses on worker education: mainly English and politics.

1929

State harassment of the Communist Party of South Africa (CPSA) takes the form of a court case against the CPSA night-school for alleged incitement of racial hatred.

1930/33

The Communist Party of South Africa night-school dwindles due to conflict within the party and one of the key players, Edward Roux, resigns and moves to Cape Town.

1932

The report of the Carnegie Commission entitled *The Poor White Problem in South Africa* is published and influences the provision of adult education for white people.

1936

Edward Roux starts a publishing venture – The African Bookman – which produces thought-provoking texts for adult neo-literates dealing with ideological issues, scientific concepts, and agricultural and economic practices, and an educational newspaper. He is actively involved with the People's Club in establishing a night-school which subsequently develops into the Cape Town liberal night-school movement.

1938

The African College is started by a group of students from the University of the Witwatersrand. It emphasises skill development.

Night-school classes start at the Church of England School in District Six, Cape Town, taking learners from illiteracy through to Standard 8.

1939

The Nicol Commission is concerned about the large number of white pupils who leave school without a Standard 8 certificate. It recom-

mends that schools in the Transvaal provide continuation classes that will be broadly cultural.

1940

Another school along the lines of the African College is opened and together they become known as the Mayibuye Schools. They first operate with volunteers and are later subsidised by the Transvaal Teachers' Association.

1940/42

The Transvaal Teachers' Association sponsors the efforts of the Mayibuye Schools. Attempts are made to co-ordinate the activities of all night-schools with the objective of obtaining financial support from the government. The government is sympathetic.

1943

The night-schools on the Witwatersrand, in an attempt to see their activities extended to vocational training, are instrumental in persuading the Technical College to open a department for 'Non-European adults'.

The South African Red Cross Society has 14 000 persons lecturing on first-aid.

1940/45

The Army Education Service is set up during the war period by liberal elements and some prominent educationists within the South African Army. Its aim is to provide information and education for soldiers regarding democracy, current affairs, etc.

1945

The Witwatersrand Federation for Non-European Adult Education is formed and becomes known as the J4Cs. It includes the South African Institute of Race Relations (SAIRR), which represents the liberal tradition of South Africa, and its planning is supported by the United Party government. It recommends that night-schools receive State subsidies.

In the Orange Free State, at least a dozen vacation schools are held which are based on the Danish Folk High School concept of bringing together young adults from the rural areas to study various subjects. The schools are for white people.

1946

The Eybers Commission of Inquiry into Adult Education, set up in 1943 by the Minister of Education, publishes its report. It has wide-ranging recommendations concerning priorities and structure. The commission recommends that a system of adult education be organised under the control of a National Council for Adult Education under the aegis of the central government's Department

of Education. Although adult education should be sponsored by the State, the efforts of local and voluntary bodies ought to be encouraged and subsidized. It is also recommended that local area and regional organisers mobilise people's participation in adult education.

Under the auspices of the South African Institute of Race Relations a project is implemented which looks at literacy methods and materials for adult non-Europeans. The Laubach method is adapted to teach literacy in South African vernacular languages and in English and Afrikaans. The State subsidises this work. The content is religious.

A number of ex information officers from the Army Education Service establish the Institute for Citizenship in Cape Town in order to continue the work in civilian life. They hold public information lectures on a monthly basis, as well as evening classes on topics such as democracy, propaganda and unemployment. This gives rise to the first Summer School at the University of Cape Town.

1947

A conference on adult education is organised by the South African Institute of Race Relations. Literacy work is urged as a response to poor post-war economic conditions.

The J4Cs number 19 schools and their application to the Johannesburg Municipality for financial aid is granted. This enables the night-schools to employ African teachers at a minimal fee rather than using the services of volunteers.

1948

The National Party government comes to power and begins to undermine the policy of support for night-schools for blacks. It also discourages and/or closes down non-governmental and community literacy projects.

The De Villiers Commission report on Technical and Vocational Education is published.

A Division of Adult Education is created within the Department of Education, Arts and Science. A National Advisory Council for Adult Education is set up to see to white interests. Programmes are arranged in collaboration with church councils, provincial library services, the National Thrift Association and others.

The rise of African nationalism is facilitated by the African National Congress (ANC) and the ANC Youth League.

1951

The Eiselen Commission report into Native Education is published.

1952

The University of Cape Town has a Board of Extra-Mural Studies which organises public lectures.

1953

The National Party government passes the Bantu Education Act which seeks to bring all education for black people under the control of central government.

1955

The Department of Native Affairs takes over the administration of grants for African adult education and insists that all classes register irrespective of whether or not they are subsidised.

The Freedom Charter is drawn up by the Congress of the People. It aims to 'open the doors of learning and culture' to all.

1956

An interim committee is set up by the South African Institute of Race Relations to establish the Bureau of Literacy and Literature. Its objectives include training literacy teachers, providing the necessary material and fostering the distribution of 'Christian and other healthy and useful literature'.

1957

Thirty-two schools are attached to the J4Cs with a total enrolment of 3 000.

15

The publication of Government Notice 1414, entitled *Regulations for Night Schools and Continuation Classes for Bantu Pupils in European Areas*. Some of the implications are:

- It links the type of education to be provided with that given to children in the formal sector.
- The definitions automatically exclude young people, the unemployed and those employed in the informal sector.
- All such night-schools have to be registered. In European areas, applications for registration have to be accompanied by permits from the Group Areas Board and renewed annually.
- These schools have to be controlled and administered as private schools by the proprietor or his representative who has to be European.
- In the African areas, schools can only be run by African school boards or committees.

1958

Many night-schools close due to administrative and financial difficulties and the night-school movement, as represented in the J4Cs co-ordinating body, breaks up.

1959

The South African Committee for Higher Education – an alternative-education, non-governmental organisation – is established to serve the needs of black adults, especially in response to the closing of the universities to black students. It enables black students to write the 'O-' and 'A-' level examinations, through a link with the University of London, and to enrol for some tertiary education courses.

1960

Major political movements are banned. Activists go into exile, underground or are imprisoned.

1961

South Africa becomes a Republic.

A night-school (essentially illegal) is set up on the campus of the University of Natal, Pietermaritzburg, to provide Matric for working black students.

1962

An amendment to Government Notice 1414 (1957) requires further approvals and information for black adult night-schools.

Black adults in night-schools number 2 218. Before the implementation of the new system there had been over 10 000 students around the country.

The Income Tax Act (58 of 1962) allows employers generous tax deductions for training initiatives.

1964

The Bureau of Literacy and Literature's (BLL) application for registration as an 'association not for gain' is finally granted. It embarks on a campaign to increase literacy work on the mine compounds. The mining houses give BLL a per capita grant to train teachers to teach in the compounds.

1965

The Correspondence College Act (59 of 1965) provides for the registration and regulation of private correspondence colleges and sets up a Correspondence College Council.

1966

Operation Upgrade of Southern Africa is started by Dr F Laubach and acquires government legitimacy. The project supplies primers and readers in many African languages and has an important focus on the production of easy-reading texts.

The Education Panel, constituted in 1961 by the private sector, publishes its second report, entitled *Education and the South African Economy*. It stresses the significance of the changes involved in moving from a primarily agricultural to a primarily industrial economy, and emphasises the economic purposes of education.

1967

Technical Institutes are established and provide classes in commercial and technical subjects on a part-time basis for recognised certificates. They fall under the Department of National Education.

1968

The Black Consciousness Movement begins on the campuses of black universities under the auspices of the South African Students' Organisation. Attempts are made to set up community learning groups.

The government's Division of Adult Education becomes the responsibility of the new Department of Cultural Affairs.

A Board of Culture and Recreation is instituted by the Department of Coloured Affairs for the purpose of fostering cultural activities, entertainment and organised sport among coloured people.

1969

One of the first commercial literacy organisations – Communication in Industry – is started in Natal. It aims to teach black workers through the medium of English, using Arnold and Varty's 'English through Activity' method. This method is also used in South African black primary schools.

The National Culture Promotion Act (27 of 1969) is 'to provide for the preservation, development, fostering and extension of the culture of the White population of the Republic by the planning, organisation, co-ordination and provision of facilities for the utilisation of leisure and informal, out-of-school education'.

1970

The radical University Christian Movement begins receiving and circulating summaries of the works of Paulo Freire, a radical Brazilian educator. Some students are trained in Freire's methodology and use it in their community education and literacy classes.

1971

An Extension Department is established at the University of Natal, Durban.

1972

The University Christian Movement is banned.

The Black People's Convention is launched with an emphasis on the psychological and physical liberation of black people. Several community education and development projects are initiated.

Early-childhood education non-governmental organisations like the Early Learning Resource Unit and Grassroots Educare Trust are

established. Later, they develop adult education programmes for training community-related personnel.

1973

The Institute for Adult Education and External Studies is established at the University of the Witwatersrand.

1974

The independent trade union movement re-emerges with strong commitments to worker education. The Western Province Literacy Project is set up in Cape Town, the Institute for Industrial Education in Durban and the Industrial Aid Society in Johannesburg.

Some 165 instructors have been trained by Communication in Industry and several companies use the programme.

The first 'alternative', learner-centred non-governmental organisation – Learn and Teach – is founded.

1976

The Bantu Employees' In-Service Training Act is passed. It aims to encourage the establishment of training facilities in the work-place by offering substantial tax incentives to employers. Certain other industrial training centres are attached to secondary schools, and private industrial training centres are established.

The Centre for Continuing Education is established at the University of the Witwatersrand, growing out of the 1973-founded Institute.

The Department of Bantu Education creates a new section dealing with adult education, concentrating on literacy and night-schools. Surveys of existing activity are carried out and the Human Sciences Research Council (HSRC) is approached for assistance in evaluating literacy programmes.

The government proposes changes to the existing regulations governing State centres, night-schools and continuation classes, and attempts to put a national policy in place. The minimum age for enrolment is changed from 16 to 18 years, and each State centre is to have a Governing Council and a Student Liaison Committee. Literacy programmes are to be linked to the normal school system. The department will have to approve, for registration purposes, any literacy operation in terms of ensuring that it adheres to the 'school' principle.

Twenty-six trade unionists are banned because of their literacy and general worker education activities. The net result is the closure of the Western Province Literacy Project.

Schooling is rocked by the Soweto revolt of school students.

1977

The South African Students' Organisation and 18 other related organisations are banned.

The Anglo-American Corporation, the biggest gold producer in South Africa, makes a large amount of funding available for the development of its own English language course. At the same time, the government makes substantial moves regarding the dismantling of significant job reservation restrictions.

The State takes an administrative decision to re-open the night-school system under the authority of the Department of Education and Training (now the Department of Education and Training). Twenty Adult Education Centres are established in high-density industrial centres around the country. They offer primary- and secondary-level courses, and in-service teacher-training refresher courses. There are a total of 15 580 learners.

1978

The Human Sciences Research Council convenes a national conference for all persons involved in literacy and language teaching.

The Continuing Education Programme is founded to promote and advise on the implementation of adult education programmes in the work-place.

The African National Congress, in exile, establishes the Solomon Mahlangu Freedom College in Tanzania.

1978/9

The Molteno Project, under the Institute for the Study of English in Africa, develops the Breakthrough to Literacy approach in the vernacular, which is also used for adults.

1979

The Education and Training Act replaces the Bantu Education Act of 1953.

Learn and Teach magazine is published. It is written in accessible English and appears in regular editions at a subsidised price.

The Wiehahn Commission results in the recognition of black trade unions. One of the main aims is to try and control the nature of education offered to black workers.

The University of Natal's Extra-Mural Studies and Extension Unit expands its activities to the Pietermaritzburg campus.

1980

The University of Cape Town offers the first Advanced Diploma Course for Educators of Adults. Clive Millar is appointed as the first professor of adult education.

1981

The State-commissioned report by the Human Sciences Research Council entitled *The Provision of Education in the Republic of South Africa* is published. It popularises the term 'non-formal education': education (mostly for adults) designed to complement and link up with the formal system and job-related educational needs. This is the first time that non-formal adult education is identified by a State-appointed commission as an area for development.

The Manpower Training Act institutionalises the right to training for all workers and makes provision for the establishment of a National Training Board. In addition, it inaugurates a new system of training incentives for companies enabling them to save 84 cents in every rand spent on approved training.

The Small Business Development Corporation is established as a joint venture between the State and the private sector. Its aim is to encourage and train entrepreneurs and small businessmen from all communities.

The organisation 'Use, Speak and Write' is established to provide improved and relevant teaching of English as a second language for adults.

1982

The Urban Foundation (a major non-governmental organisation founded and supported by the private sector) issues a draft report on Non-Formal Education (NFE). The study highlights the magnitude of the challenge facing NFE.

The Foundation for Rural Development is established with government funding for the purpose of developing and uplifting rural farm workers in co-operation with farmers and community development workers. Literacy and other adult education forms a large part of this work.

A Division of Adult Education is established in the Faculty of Education at the University of the Witwatersrand.

1983

The Government White Paper is published in response to the Human Sciences Research Council Report. For the first time, the basic principle of equality of opportunities and standards is accepted, while retaining the doctrine of separate education.

The University of the Witwatersrand offers its first Higher Diploma for Educators of Adults.

The University of Cape Town publishes a survey of literacy and illiteracy and helps to develop a rurally based literacy project.

The Department of Education and Training designs and implements its own curriculum for adults. This starts with a basic literacy programme called Course for Adults to Read and Write.

Some 517 private training centres and 989 training schemes are registered with the Department of Manpower.

The Non-Formal Education Work Committee of the Human Sciences Research Council (HSRC) Main Committee for Educational Research

is established. Its purpose is to research the area of non-formal education which is frequently mentioned and discussed in the HSRC report but is never systematically studied.

The United Democratic Front is launched. It is a federation of hundreds of oppositional groups formed in response to the establishment of the Tricameral Parliament. Creative political educational work is carried out under its banner and by its affiliates.

1984

The General Education Affairs Act empowers the Minister of General Education Affairs to decide on policy for non-formal education with regard to key areas. It also provides for a South African Council of Education which can advise the Minister on non-formal education.

The University of Natal offers an Advanced Diploma in Adult Education for the first time.

1985

The National Training Board and the Human Sciences Research Council publish *Investigation into the Training of Artisans in South Africa*. It results in some important amendments to the Manpower Training Act.

The State, through the Department of Manpower, funds a training scheme for the unemployed and nine Regional Training Centres come into existence. Training periods are very short and performance requirements are not high.

The first National Consultative Conference of anti-apartheid groupings takes place and the notion of 'people's education for people's power' emerges as the rallying cry for the next three years. Adult education is included in this concept.

The biggest federation of trade unions is launched as the Congress of South African Trade Unions. It plays a leading role in the development of worker leadership and worker education.

The Centre for Adult and Continuing Education is established at the University of the Western Cape. It is the first department of adult education at a black university in South Africa. The first woman professor of adult and continuing education, Shirley Walters, is appointed.

1986

Progressive literacy organisations form a collective body – the National Literacy Co-operation (NLC) – to work in areas of common interest, share experiences and organise joint events, and keep adult literacy on the agenda of the liberation movements.

The Department of Adult Education at the University of Transkei is established.

1987

The Progressive Primary Health Care Network is formed as a national body to support regional training and adult education

initiatives (in health care and community participation) which are aimed at equipping various levels of lay-people within communities.

1988

The Independent Examinations Board is set up to develop and oversee a new system of examination and accreditation for schools. Later, it also looks to the needs of adult education.

The Centre for Adult and Continuing Education (CACE) at the University of the Western Cape (UWC) runs the first university-accredited Certificate for Educators of Adults course which utilises open learning methodologies.

1989

The National Union of Metalworkers of South Africa sets up a Vocational Training Project which examines and proposes changes to the existing vocational training policy.

The National Training Board/Human Sciences Research Council publish *Investigation into Skills Training in the Republic of South Africa.*

Some unions begin to include literacy and education in their demands to management.

The Forum for Advancement of Adult Education is formed in Johannesburg.

1990

International Literacy Year stimulates interest and a number of activities in South Africa.

The African National Congress, the Pan-Africanist Congress, the South African Communist Party and other organisations are unbanned (2 February).

The Private Sector Education Council is established. It identifies the needs of industry with regard to education and lobbies government on the necessary policy. It argues that adult education is the joint responsibility of the private sector, the State and the community, and should use existing infrastructure and facilities. They argue that to warrant support, adult education should provide economic benefits.

The Commonwealth Secretariat Expert Group is constituted. It also makes recommendations relevant to adult education as part of a human resources development process.

The Cape Provincial Library Service takes the first steps towards backing adult literacy work by actively encouraging local libraries to stock books for neo-literate adults and publishing a useful guide to literacy organisations and resources.

The State's funding commitment to the unemployed training scheme drops to less than five percent of the 1985 commitment.

1991

The Congress of South African Trade Unions' national congress adopts a resolution on the 'basic principles of the education and training system'. This includes access for all and emphasises literacy, numeracy, critical thinking, and scientific and technological skills.

The Building Industries Federation of South Africa accredits the building courses of the unemployed training scheme.

The National Training Board/Human Sciences Research Council publish *Investigation into a National Training Strategy for South Africa* and *Investigation into Training for the Informal Sector*. The former favours a competency-based modular system. The focus of the recommendation regarding Adult Basic Education is on the 'lost generation youth' and potential employment seekers – not the major body of adult illiterates.

The government produces the *Education Renewal Strategy*, most of which reiterates the recommendations of the 1981 Human Sciences Research Council's report. The State retains the position that a certificated, vocationalised, non-formal system should be linked with formal education. Regarding literacy, it leaves the field to any and all actors other than the State.

1992

A Workers College is established at the University of the Western Cape for the training of trade unionists. A similar college is established at the University of Natal, Durban.

The South African Association for Literacy and Adult Education is formed to unite literacy organisations which are not part of the (NLC).

The Women's National Coalition is launched. It brings together over 60 national organisations and many more regional organisations across racial, political, religious and other divides. It aims to draw up a Women's Charter to ensure the new democratic government will be non-sexist as well as non-racist. It involves thousands of women throughout the country in its educational and organisational campaign.

A National Education Conference is held by the African National Congress, the Congress of South African Trade Unions, the National Education Crisis Committee and other political organisations. Among resolutions passed, adult basic education and skills training are seen as areas requiring special redress.

The first Conference of Tertiary-Based Adult Educators is held in Natal.

A consortium of four universities' Departments of Adult Education (Cape Town, Western Cape, Natal and Witwatersrand) is formed to contribute to the development of adult basic education. It is known as the DEAL Trust.

The Forum for Adult and Continuing Education is established in Natal.

The Centre for Continuing Education at the Peninsula Technikon offers the first ACCESS programme. This programme provides an alternate route for adults with incomplete/inadequate secondary education, who wish to study at the technikon, but do not meet the normal entrance requirements for tertiary education.

The non-governmental organisation, the South African Institute for Distance Education, is launched.

1992/93

Twelve sectoral reports of the National Education Policy Investigation (NEPI), working within the democratic movement to provide ideas for education and training policy, are published. They include adult basic education, human resource development and adult education.

1993

Reports are published by the National Training Board on Adult Basic Education and Training (ABET) and Trainer Development.

The Congress of South African Trade Unions publishes its *Consolidated Recommendations on Adult Basic Education and Training*, the result of its two-year Participatory Research Project.

The African National Congress/Congress of South African Trade Unions publish the discussion document on *Framework for Lifelong Learning*.

The National Education and Training Forum is launched as a direct result of the crisis in education and training. It brings together all national stakeholders to facilitate the functioning of education and training during transition.

The Association for Adult and Continuing Education is established in the Western Cape.

The South African Committee for Adult Basic Education is launched as an umbrella structure for ABE organisations within the democratic movement and holds a national conference.

The Centre for Education Policy Development is set up to plan education and training.

1994

The African National Congress' *Policy Framework for Education and Training* is circulated for discussion.

In the run-up to South Africa's first democratic elections, voter education is the largest adult education campaign ever undertaken in the country.

The South African Broadcasting Corporation flights the literacy series *Literacy Alive* on national television.

The South African Institute for Distance Education sets up a radio project for non-formal adult education.

A national conference is held on the role of electronic media in adult education. A working group is formed, with one of its main aims being to try and influence the South African Broadcasting Corporation.

The *National Training Strategy* is published by the National Training Board. It proposes the integration of education and training and forwards the notion of an Education, Training and Development Practitioner which 'seeks to capture an inclusive notion of the professional practitioner to dissolve the traditional distinctions between education and training'.

Nelson Mandela, the first democratically elected president of South Africa, takes office (12 May).

The Centre for Education Policy Development (CEPD) forwards a plan for the implementation of the new Adult Basic Education and Training system, which includes governance and management structures at national and regional levels. The CEPD also publishes a report on further education and training which affects adults.

A pilot Alternative Secondary Curriculum for Adults is launched by the South African Committee for Higher Education with 520 students.

The Association of Tertiary Sector Adult Educators and Trainers is formed in order to change the marginal status of adult education and training in South Africa's tertiary institutions.

The new government's Reconstruction and Development White Paper is published. It emphasises human resource development and aims to integrate adult education with other developmental processes such as housing, health care and job creation. Adult Basic Education and Training (ABET) is identified as a presidential project and there is the intention to launch a National ABET Programme with donor funding. A national task team for ABET is set up by the National Minister of Education.

All provinces set up adult education and training task teams and hold conferences. In a number of these, forums are established to bring together all the relevant stakeholders.

The draft White Paper on Education and Training is published.

The Association of Adult Educators and Trainers of South Africa is launched. It is a federation of the provincial organisations of adult educators and trainers.

The National Investigation into Community Education publishes its report.

The first Independent Examination Board examinations for adults take place.

An inter-ministerial task team comprising representatives from the Ministries of Education and Labour, the unions and the private sector is set up to formulate a strategy for unifying education and training.

1995

The Peninsula Technikon, in collaboration with USWE, offers the first three-year national diploma for Adult Basic Education and Training educators at a technikon.

The University of South Africa sets up an Adult Basic Education and Training Institute for the training of practitioners.

A Directorate for Adult and Continuing Education is formed within the Ministry of Education with a sub-directorate on Adult Basic Education and Training.

The national task team convenes a National Consultative Conference with all of the provincial Adult Basic Education and Training (ABET) structures and representatives from national stakeholders, to launch a strategic plan for ABET.

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